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| **The Right Stuff**  **Resources to Help Realize the**  **Promise of Each Vermont Child**  Colorful star |  |
| **Issue No. 11 August 2017**  **Featured Component of the** [**Vermont Early Learning Standards**](http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf) **(VELS): Inclusion**  *The Guiding Principles for the VELS acknowledge that “to best support each and every child, early childhood professionals need the knowledge and skill to design, implement, assess, and adapt developmentally, culturally, linguistically, and individually appropriate practices.” This issue offers resources focused on supporting infants, toddlers, and young children to be full participants in program/school, home, and community opportunities to learn and grow.*  **When the Best of Us Stands Up (children and adults of all ages)**  [**https://www.youtube.com/watch?v=pFuwUiHo-WI**](https://www.youtube.com/watch?v=pFuwUiHo-WI)  *This brief video illustrates the essential concepts of inclusion in everyday routines and places.*  **Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) (0-8)**  [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)  *The position statement contains a definition of early childhood inclusion and provides recommendations for families and professionals for improving early childhood services and policies with regards to inclusion. A video overview of the content of the position statement is at* [**http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five**](http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five)  **The Evidence for Inclusion (0-8)**  [**https://divisionearlychildhood.egnyte.com/dd/JG2e4XJq3d/?forceDownload=false&preview=true&cb=1499868164774**](https://divisionearlychildhood.egnyte.com/dd/JG2e4XJq3d/?forceDownload=false&preview=true&cb=1499868164774)  *This one-page document will help you quickly pull up and share definitions, research findings, and access essential examples of the evidence for inclusion.*  **Research Synthesis Points on Practices That Support Inclusion (0-5)**  [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)  *This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in the joint position statement.*  **Individualizing Videos**  **(3-5)**  [**http://depts.washington.edu/hscenter/individualizing/videos**](http://depts.washington.edu/hscenter/individualizing/videos)  *This set of short videos demonstrates the process that two teachers went through when planning for specific children who need more individualized instruction on some of their learning objectives. They show their planning meetings as well as what it looks like in the classroom when these plans are implemented.*  **How Inclusion is Benefitting One Child Without Disabilities: Dillon’s Story**  **(3-5)** [**http://ici.umn.edu/products/impact/221/9.html**](http://ici.umn.edu/products/impact/221/9.html)  *This one-page article shares the perspectives of the family of a young child who is typically developing regarding the benefits they see accruing from their son’s participation in inclusive early childhood programs.*  **Goodbye and Hello: Inclusion in Kindergarten**  **(3-6)**  [**https://vimeo.com/98050303**](https://vimeo.com/98050303)  *This brief video shares a family viewpoint on the importance inclusion made to their rising Kindergartener.*  **Integrating Principles of Universal Design Into the Early Childhood Curriculum (3-8)**  [**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)  *The authors offer**examples and recommendations for how teachers of young children can support each young learner in diverse early learning settings by using Universal Design for Learning.*  **Early Elementary Classroom Routine Support Guide (5-8)**  [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_class\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_class_routine_guide_early_ele.pdf)  *This guide was developed to assist teachers and caregivers in problem-solving a plan to support inclusion of young children who are having challenging behavior. Organized around the routines/activities that would typically occur in an early childhood setting, the guide is designed to help early childhood professionals understand the purpose or meaning of the behavior, and to support them to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses to eliminate or minimize the challenging behavior, examples for which are provided in the guides.*  [**Family Routine Based Support Guide**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_infants.pdf)**: Early Elementary (4-8)** [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_fam\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_early_ele.pdf)  *This guide was developed to assist family members and caregivers of young children who are using challenging behavior, as well as in developing supportive plans for addressing/reducing those behaviors in the future. The examples are clear and relevant to the routines that are part of family life.*  **I’m Tyler** **(adults who work with children from birth through Grade 3)**  [**http://imtyler.org/**](http://imtyler.org/)  *This inspiring video, made by a young man with multiple disabilities, highlights his accomplishments, which were made possible by others who were willing to see his* ***abilities*** *instead of his disabilities, which he calls “ability awareness.” This film reminds us how much difference the inclusion of young children can make over a lifetime.*  **Strategies for Success: Creating Inclusive Classrooms that Work (5-9)**  [**http://www.pealcenter.org/images/PEAL-S4Success\_20pg\_web\_version.pdf**](http://www.pealcenter.org/images/PEAL-S4Success_20pg_web_version.pdf)  *While the range of this resource is from Kindergarten through high school, it offers excellent ideas for supporting inclusion in early childhood classrooms. It describes the characteristics of inclusive settings, offers strategies for achieving inclusion, and promotes the use of strategies that will benefit both children with disabilities and their peers.*  **Want more information about the VELS?** Check out the Vermont Early Learning Standards (VELS) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards)  **Want more free resources related to this domain?** An annotated collection of free resources related to inclusive practices is available at [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections)It includes free evidence sources, print materials, videos, websites and more. | |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff)  **The Right Stuff** is compiled by Camille Catlett, supported by the Vermont Agency of Education, and funded by the Vermont Race to the Top Early Learning Challenge Grant. Highlighted resources are available in English and Spanish.  To receive your copy of The Right Stuff each month, send an email **with no message** to  [**subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**](mailto:subscribe-the_right_stuff_listserv@listserv.unc.edu)  To suggest resources, please contact Camille Catlett at [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu) | |